BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent
FROM: Pasquale Scuderi, Assistant Superintendent, Educational Services
                Patricia Saddler, Director of Programs and Special Projects
                Debbi D'Angelo, Director of Research, Evaluation and Assessment
DATE: January 13, 2016
SUBJECT: Update on Local Control and Accountability Plan (LCAP) Intervention Programs for
                Secondary Students: AVID, Bridge and BHS Intervention Coordinator

BACKGROUND

Intervention and support programs at the secondary level have been developed over the last few years to support academics, attendance and behavior of students. In 2013, the district received supplemental funds through the Local Control Funding Formula (LCFF) to target "high need" students--that is, low income, English learner and foster youth. As a result of LCFF, the district developed the Local Control Accountability Plan (LCAP) to address the achievement and success of these students.

Over the last several months, the district has been reviewing all programs funded under LCAP. For the purpose of this presentation, all of these efforts promote a college and career going culture.

Staff will give a brief presentation on the Intervention Programs supported by LCAP Funding at the Middle and High School during the current academic year. These programs include the Advancement Via Individual Determination (AVID) classes at the Middle and High School, the Middle and High School Bridge Program and the work of the BHS Intervention Coordinator.

The Document below provides the following information in tables divided by program area to support the presentation:
- The LCAP Goal and Funding Information
- A brief overview of the programs
- Program Enrollment and Student Achievement Update
- Summary of Program Components
- Qualitative and Quantitative Findings
- Recommendations and Next Steps

While reviewing this report, staff would like to pose the following questions to consider:
1. How do the unique needs of the students in the different intervention programs inform the future allocation of resources to interrupt academic and social patterns of failure (e.g. What does different look like?)
2. The qualitative data indicates that relationships play a key role in a students academic and social success, how can staff continue to build authentic relationships with their students?

Advancement via Individual Determination

LCAP Goal: Expand AVID (Advancement via Individual Determination) to increase access to postsecondary education.
Funding: $155,000 (LCFF Supplemental) $160,000 (LCFF Base) (DDF: 948)

Brief Overview of AVID

Simply, AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.

AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID System annually provides more than 30,000 educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what we call Schoolwide AVID.

AVID Enrollment and Data Update

Middle School AVID 2015-16 Enrollment	# / % of subgroup in AVID	Average ASI	AVID # at ASI 3+
All Students	242 / 10.9%	2.9	145
Black / African-American	100 / 26.4%	3.2	78
Hispanic / Latino	103 / 21.4%	2.9	54
All other Races (Not AA, Not Latino)	39 / 2.9%	2.0	13
English Learners	19 / 9%	5.6	17
Socio-Economically Disadvantaged	169 / 18.9%	3.4	121

Middle School AVID Cumulative Grade Average as of June, 2015 (Not equivalent to HS, Based on 1-4 Grade scale)	Students in AVID	AVID ASI 3+ Students	Not in AVID
All Students	3.18	3.14	3.39
Black / African-American	3.07	3.01	2.76
Hispanic / Latino	3.26	3.31	3.16
All others (Not AA, Not Latino)	3.29	3.23	3.60
English Learners	3.16	3.15	2.90
Socio-Economically Disadvantaged	3.16	3.14	3.05

High School AVID 2015-16 Enrollment	# / % of subgroup in AVID	Average ASI	AVID # at ASI 3+
All Students	73 / 2.4%	2.3	34
Black / African-American	24 / 4.2%	1.8	*
Hispanic / Latino	31 / 4.5%	2.6	17
All other Races (Not AA, Not Latino)	18 / 0.9%	2.4	*
English Learners	* / 1.5%	2.3	*
Socio-Economically Disadvantaged	48 / 5.3%	3.0	33

*Less than 10 students in this sub-group. If the * is highlighted, this number is less than 5 students and is considered statistically insignificant and not represented in academic analysis.

High School 10-12 AVID Cumulative GPA as of June, 2015	Students in AVID	AVID ASI 3+	10-12th Grade Students Not in AVID
All Students	2.90	2.95	3.12
Black / African-American	3.06	3.21	2.43
Hispanic / Latino	2.92	2.95	2.83
All other Races (Not AA, Not Latino)	2.63	2.51	3.43
Socio-Economically Disadvantaged	3.03	2.92	2.62

Key Components of the Program
- Students are taught organizational skills that promote academic success
- Teachers participate in rigorous professional development that equips them with research based strategies to create high level student engagement across the core subjects
- Powerful relationships are established in the elective classes between: teacher and student, student to student and tutor to student, which jointly equip students with a mindset that academic success is attainable thru hard work and individual determination.
- Elective teachers are provided up to 69 extra hours per year to meet, plan and implement AVID Program.
- Challenge: Finding reliable tutors for the Tutorial Sessions

Findings
- African-American students in AVID both in Middle and High School are significantly out-performing African-American students not in AVID.
- While AVID is successful at both the Middle and High-School levels, focus-group interviews indicate that course requirements and scheduling play a role in the small AVID enrollment in high-school.
- There has been a dedicated effort on the part of the AVID Directors and teachers to find model programs and replicate them for Berkeley.
- Relationships play a key role in the success of the Berkeley AVID program.

Recommendations and Next Steps

Middle School
- Train more middle school teachers in AVID Strategies (WICOR- Writing Inquiry Collaboration Organization Reading)
- Create a plan for Schoolwide Sixth Grade AVID Implementation in the core classes that would focus on study skills, time management and high expectations for all students
- Assess and implement opportunities for rigorous classes for AVID Elective Students

High School
- Ensure that all AVID Students entering Ninth Grade have access to AVID Elective Class, despite their assigned Program - SLC, IB or AC
- Work with Design Team to implement AVID Strategies in the Ninth Grade Design Plan, and train appropriate teachers and coaches.
- Monitor the course assignments for AVID Elective Students to ensure that they are taking rigorous classes - at least one AP Class and One College Class before graduation

Bridge Programs

LCAP Goal: Offer Bridge programs to support students in a college-going culture through middle and/or high school, providing them with a summer program, a supportive community, access to technology, an after school class, skill development, and mentoring.

Funding: Source: $335,000 (LCFF Supplemental) $70,000 (City of Berkeley – HS Bridge) (DDF: 951) $40,000 (One-Time)

Brief Overview of the Middle School Bridge Program
Middle School Bridge Program was designed to target students of African-American descent as they transition from 5th to 6th grade. The students are invited to join a cohort group at all three middle schools. Teachers have been hired to serve as Bridge Program Teacher's .20FTE, there are three cohorts at each of the middle schools, with a total site Bridge allocation being .60 FTE. Additionally, there are six to eight Stiles Hall Mentors at each of the schools.

This program was first introduced as an action item in the Plan to Accelerate the Achievement of African American Students. Each year the identification process has been slightly different, most recently the cohort was identified by using the ASI Screening Tool. The Principal and Bridge Teacher reviewed the list, at the beginning of the school year, and identified the student who they believed would best be served by the Bridge Program. There was a parent meeting early in September, where parents were able to meet the Bridge Teachers and learn more about the program. The program meets two to three afternoons per week, and students are required to attend each day.

Bridge teachers are tasked with monitoring their student's academic progress and attendance. They teach the students how to monitor their progress using Powerschool and how to advocate for themselves. Utilizing the Bridge program curriculum, student have an opportunity to role play conversations, so that they will be more comfortable asking their teachers for assistance, or an opportunity to make up an assignment or retake a test. The Bridge classes participate in Leadership Development Workshops and Ropes Course through Cal Adventures. The students also take fieldtrips to local colleges and museums to have cultural experiences. Students develop a college-going mindset through weekly goal sessions. There is strong communication between the Bridge Teachers and Parents, which supports the students with navigating academic assignments from multiple teachers.

Middle School Bridge Enrollment and Data Update

MS Bridge 2015-16 Enrollment	# / % of subgroup in MS Bridge	MS Bridge Average ASI	MS Bridge # at ASI 3+
All Students	206 / 9.3%	3.4	161
Students of African-American Descent	168 / 31.5%	3.4	135
English Learners	17 / 8.1%	5.8	17
Socio-Economically Disadvantaged	155 / 17.3%	3.8	133

Middle School Cumulative Grade Average as of June, 2015 (Not equivalent to HS, Based on 1-4 Grade scale)	Students in MS Bridge	MS Bridge ASI 3+	Not in MS Bridge
All Students	2.94	2.9	3.40
Students of African-American Descent	2.95	2.9	2.92
English Learners	3.12	3.1	2.93
Socio-Economically Disadvantaged	2.93	2.9	3.11

Key Components of the Middle School Bridge Program

- Strong teacher student relationship that is focused on academic progress
- Peer cohort model which supports students in establishing a support group
- Regular teacher to family communication
- Bridge Teachers are liaisons between students and their academic teachers

Middle School Bridge Findings
- While the majority of Bridge students are of African-American descent, there are students participating in Bridge as an additional support.
- Seventh and Eighth Grade Students of African-American Descent in Bridge have a slightly higher greater Grade Average than those not in Bridge.
- There is still question regarding sufficient technology access in the Middle School Bridge program.
- There is a lack of connectedness with the targeted Bridge families.

Middle School Bridge Recommendations and Next Steps

- Provide professional development for Bridge Teachers on AVID Strategies (Cornell Notes, Critical Reading, Time Management and Organizational Skills)
- Create a strong mentor relationship with community based organizations (COB, Faith-based, UCB - Service Groups)
- Informational Session for potential Fifth Grade students and families in Spring 2016
- Provide Site Leadership with the names of potential students in June, with the goal of each site offering an orientation to the incoming students prior to the start of the school year.
- Establish a technology device sharing program for students who remain in the program for three years.
- Partner with the Office of Family Engagement and Equity to create Parent Education Workshops that are specifically designed to align to improved outcomes.

Brief Overview of the High-School Bridge Program
The Bridge Program has evolved from a summer enrichment class to a four-year academic skill building and college preparation program. Bridge teachers and mentors facilitate a rare and supportive level of home/school communication via daily, weekly, and monthly updates that include text messaging, emails, parent phone calls, and parent meetings. The program provides and coordinates academic tutoring, Saturday classes, college field trips, summer enrichment sessions, and parent workshops. Bridge teachers are piloting and developing systems and supports for monitoring cohort graduates in their first and second year in college. Bridge teachers currently are funded at .3 FTE per cohort to teach 1 period and case-manage the cohort to monitor their academics and prepare them for college and career.

High School Bridge 2015-16 Enrollment	# / % of subgroup in HS Bridge	Average ASI	HS Bridge # at ASI 3+
All Students	104 / 3.3%	2.3	54
Black / African-American	51 / 9%	2.6	33
Hispanic / Latino	42 / 6.2%	2.2	18
All other Races (Not AA, Not Latino)	11 / 0.6%	1.6	*
Socio-Economically Disadvantaged	67 / 7.4%	3.1	51

*Less than 10 students in this sub-group.

High School Bridge Cumulative GPA as of June, 2015	Students in HS Bridge	HS Bridge ASI 3+ Students	Not in HS Bridge
All Students	2.53	2.55	3.13
Black / African-American	2.58	2.58	2.43
Hispanic / Latino	2.44	2.51	2.86
All others (Not AA, Not Latino)	2.59	2.5	3.43
Socio-Economically Disadvantaged	2.59	2.56	2.63

Key Components of the High School Bridge Program
Student support, monitoring, case management, and family communications are constants throughout the four-year cycle, the program emphasizes particular areas at each grade level along a progression parallel to the college pathway. In addition, by grade-level, the focus is:
- **9th Grade** (Cohort 6): transition between middle school and high school, technology at BHS, student skills necessary for success, team building, parent connections to campus and communications
- **10th Grade** (Cohort 5): PSAT preparation, CSU/UC eligibility, college trips, AP/IB/Honors prep

- **11ᵗʰ Grade** (Cohort 4): AP skills, SBA / SAT/ACT preparation, college preparedness leadership skills/mentoring, Financial literacy
- **12ᵗʰ Grade** (Cohort 3): Personal statements, college applications, financial aid and scholarships, SAT/ACT tests
- **Class of 2014** (Cohort 1) **and 2015** (Cohort 2): maintain academic excellence, monitor and manage financial aid and scholarships, strengthen self-advocacy, resilience and time-management skills

Bridge Student Expectations: Remain academically eligible to attend a UC/CSU, earn As, Bs and occasionally a C—no Ds or Fs, aim to be a role-model and peer leader, maintain exceptional attendance and behavior. In addition, students are asked to attend all summer sessions, college preparation practice-(PSAT, ACT/SAT classes), and teachers' tutoring hours, join an extracurricular activity, develop leadership skills and volunteer in the community.

High School Bridge Findings
- Bridge is keeping students eligible for college and keeping a C or higher to qualify for scholarships
- One-third of students entering Bridge are students who qualify through the Intervention Screening process (see below) due to low grades
- In the last two years, every student that has applied to a college has been accepted
- The majority of the students are first generation and as students enter college, they do not have the knowledge of how to navigate the college system (financial aid, balancing work and study, etc.) in relationship to their college peers
- Students struggle with college-entrance exams (SAT / ACT). Students need support with on-going college-like assessments beginning in 9th grade
- Visits to the College make a much greater impact with on-going support from the College Counselors
  - Students in Cohorts 1 and 2 are now coming back and their experience in college mentoring other students makes a big difference
- It is important to follow students throughout their High-School career as there are peaks and valleys with students showing the most promise in their Senior year especially when they have had the ongoing support
- Relationships and daily contact with students and families (face to face, calls, email, text) makes the greatest difference and this is important to consider not only for working with Bridge or Bridge-like programs but also in the hiring process
- There are more students interested in Bridge than there are spaces

High School Bridge Recommendations and Next Steps
- As the cohorts are now graduating and moving to College, resources are needed to provide extended on-going support for these students (the City of Berkeley provides some support for teachers)
- Build the college mentoring program to pair Bridge High-School graduates with newer cohorts
- Replicate Bridge or Bridge-like programs in content courses (ELA, Math, etc.) to make a greater impact for students screened using the (STARS) Screen for Transitioning At-Risk Students (See High-School Intervention)
- Scheduled drop-in is essential during breaks, lunch and after-school

High School Intervention Program

LCAP Goal: Oversee high-risk transitioning BHS 9th grade students to provide appropriate Intervention Support and mentors through a High-School Intervention Counselor and transition team.

Funding: $119,000 (LCFF Supplemental) (DDF: 523)

Brief Overview of the High-School Intervention Program
The High-School Intervention Program serves two targeted groups - 9th Grade Focal Students and a 10th - 12th Grade Cohort for Prioritized Intervention. The goal of this early intervention strategy is to pre-identify students who may struggle academically or socially and provide the necessary supports. This is the second year of the screening process but as a result of LCAP, the intervention process was formalized.

Intervention Program Enrollment and Data Update

9th Grade Focal Students Enrollment 2015-16	# / % of subgroup identified	Average ASI	# at ASI 3+
All Students	139 / 19%	2.6	76
Black / African-American	41 / 29%	3.1	28
Hispanic / Latino	45 / 32%	3.0	30
All other Races (Not AA, Not Latino)	53 / 12%	1.8	18
English Learners	18 / 47%	4.3	15
Socio-Economically Disadvantaged	84 / 37%	3.7	72

9th Grade Focal Students: Cumulative Middle School Grade Average as of June, 2015	Focal Students	Focal Students at ASI 3+	Non-Focal 9th Graders
All Students	2.73	2.70	3.37
Black / African-American	2.48	2.43	2.84
Hispanic / Latino	2.68	2.74	3.19
All other Races (Not AA, Not Latino)	2.97	3.04	3.58
English Learners	2.56	2.52	2.64
Socio-Economically Disadvantaged	2.75	2.73	3.04

2015-16 9th Grade Focal Student can be found in Appendix B, Tables 1-5.

Cohort for Prioritized Interventions (CPI)

10th-12th Grade CPI 2015-16 Enrollment	# / % of subgroup identified	Average ASI	# at ASI 3+
All Students	51 / 2.2%	2.6	31
Black / African-American	32 / 7.5%	2.8	24
Hispanic / Latino	* / 1.5%	1.8	*
All other Races (Not AA, Not Latino)	11 / 0.8%	2.0	*
English Learners	* / 3.1%	5.0	*
Socio-Economically Disadvantaged	36 / 5.3%	3.4	31

*Less than 10 students in this sub-group. If the * is highlighted, this number is less than 5 students and is considered statistically insignificant and not represented in academic analysis.

10th-12th Grade CPI : Cumulative Grade Point Average as of June, 2015	CPI Students	CPI Students at ASI 3+	Non-CPI Students
All Students	1.81	1.79	3.14
Black / African-American	1.85	1.76	2.50
All other Races	1.70	1.81	3.44
Socio-Economically Disadvantaged	1.66	1.79	2.69

2015-16 CPI incident data can be found in Appendix B, Table 6.

Key Components of the Program
1. Pre-Identify 9th Grade Students using the (STARS) Screen for Transitioning At-Risk Students (see Appendix B, Table 1) to efficiently transfer specific actionable information known by middle school to high school staff.
2. The Cohort for Prioritized Intervention focuses on students in Grades 10-12 that have been identified through a behavioral referral screen (See Appendix B, Table 6).
3. In addition to academic interventions such as AVID, Bridge, Rise and Y-Scholars supports for these two programs include on-going counseling, referral to the health, on-campus intervention (OCI) and/or student learning center, focused support from teachers and planning through the college / career center. (See Appendix B, Table 3).

Findings
1. The screen for Transitioning At-Risk Students (STARS) protocol was very effective in identifying students who would struggle academically or need support prior to their first day of high school based on First Quarter D's and F's. (see Appendix B, Table 5)
2. Students caught on either two screens were indistinguishable from each other with all 80 students identified as a "focal" student.
   - Students caught on either one (80 students) or zero (380 students) screens performed significantly different from those caught on two or three screens. (See

Appendix B, Table 5)
  ○ Rubric information successfully directed students to specific interventions.
3. Health Center staff made face to face contact within the first three weeks of school with all 14 students rated with a "5" under "Mental Health" on the rubric.
  ○ 86% of those students returned to the Health Center for services during the school year vs. 30% for a similar group of 11th graders.
  ○ Health Center met with an additional 17 students who scored a 4 on the rubric during the first quarter.
4. Data on CPI students show that there is a direct correlation between students missing class due to behavior or attendance and their academic success. (See Appendix B, Table 6.) Data shows that the CPI focus has made a difference in Attendance rates for the first Quarter of 2015-16 while the incident rate remains relatively the same.
  ○ The majority of the CPI students are Socio-Economically Disadvantaged and/or African-American.
5. A Survey was given to all 2014-15 9th Grade Students and the following two statements were rated by Focal Students as *"Agree"* or *"Strongly Agree"* at a statistically significantly rate higher than the non-focal students indicating the value of relationships and connecting with students:
  ○ ***"My teachers care about me"***
  ○ ***"There is an adult on campus who knows me well"***
6. Focal students indicated greater participation and satisfaction with intervention supports as indicated by survey results. (See Appendix B, Table 3).

Recommendations and Next Steps
● Need for sufficient resources as Focal Students need continued support after 9th grade and the screener is identifying more students.
● A College Counselor is needed to partner and support students Grades 9-12 for all students identified through the Intervention Screening process.
● Revise LCAP and program goals to better align - first semester goals (many already met):
  ○ Make contact with all focal students to assure they are receiving correct intervention and have support from the academic counselors
  ○ Inform all focal students about the Student Learning Center
  ○ OCI needs to contact all focal students who received 4s or 5s for behavior and share protocol for suspension for Cohort for Prioritized Intervention
  ○ Health Center will meet with all 4s and 5s for social/emotional/mental health needs
  ○ Administer survey to all focal students
● Specific programs are needed to interrupt the pattern of low academic and high disciplinary incidences for African-American students, specifically those students who are also Socio-Economically Disadvantaged. (See Appendix B, Tables 5 and 6.)

POLICY/CODE:
None

FISCAL IMPACT:
These programs are currently supported by multiple funding sources listed in the document tables.

STAFF RECOMMENDATION:
Receive the presentation on Secondary Intervention Programs supported by the LCAP

Appendix A: High-School Bridge Program

Student Enrollment & Staffing

Cohort	Grade	Bridge Teacher	Bridge College Mentor
6	9th	Sean Stevens	Armando Maravilla Cassandra Gonzalez
5	10th	Jessie Luxford	Erica Gratton
4	11th	Kate Rennie	Jacqueline Navidad-Franco
3	12th	Jessie Luxford	Erica Gratton
2	Class of 2015	Kimberley D'Adamo	
1	Class of 2014	Jessie Luxford	Erica Gratton

"I didn't use to get all Bs and As. I was never close to my teachers before but I realized from so much pressure how important it really was to have a relationship with them. I got more organized. I like this program so much because I have the support I need that I didn't have before. The teachers showed me how important high school is and how I have to get my act together to succeed." -Student

"I am continually impressed with the level of support in all areas that Bridge Students receive! With the exception of EL I do not think that there is any other program at BHS that does such deep work with students or nurtures partnerships with students families and teachers. Absolutely addresses the equity gap - if only we could have more cohorts!" BHS Teacher

"Bridge has helped me as a parent to bridge the gap between my lack of knowledge about the high school requirements and my daughter's needs." -Parent

"I recommended two of my students to Bridge because I knew that they needed consistent adult accountability, a supportive after school learning environment people who believed in them. I knew the boys were off track in terms of college and advocated for them to be in this program because it is one of few where I see such passion, dedication and follow through between, student, adult, teacher and family. "Jasdeep Mahli, **Intervention Counselor/Coordinator/ AC** Berkeley High School

"The multifaceted Bridge program is doing a remarkable job of preparing our students for post-secondary success. Bridge students build habits of success and are realizing their true potential to achieve post-secondary accomplishments." - Skyler Barton (College Advisor)

CSU Eligibility

Cohort	Bridge Students
2	80%
1	79%

Graduation Rate

Cohort	Bridge Students
2	100%
1	100%

"I know that my child is safe and has positive adults around her. I have a connection to all the teachers through the Bridge program and they know my child on a personal level. " Parent

CAHSEE Data

Cohort	English	Math
4 (Latino)	67%	89%
4 (African American)	100%	100%
3 (Latino)	80%	100%
3 (African American)	89%	89%
2 (Latino)	77%	100%
2 (African American)	86%	100%
1 (Latino)	94%	75%
1 (African American)	91%	91%

AP, IB and Honors Courses

Course Enrollment AP, IB and Honors Courses
Semester 1, 2014-2015
- 74% of Cohort 2 enrolled in 1 or more AP, IB or Honors course
- 93% of Cohort 3 enrolled in 1 or more AP, IB or Honors course

Course Enrollment Semester 1, 2013-2014
- 62 % of Cohort 1 enrolled in 1 or more AP, IB or Honors course
- 63% of Cohort 2 enrolled in 1 or more AP, IB or Honors course

Semester 1, 2012-2013
- 81% of Cohort 1 enrolled in 1 or more AP IB or Honors course

Cohort 1 College Information

19 of 29 students in Cohort 1 applied to a 4-year college and 100% of these students were accepted to more than one college and are continuing there.

82% of Cohort 1 are currently enrolled in postsecondary education.

Type	%
Attending College	82
4 Year College	48
2 Year College	31
Vocational Training	3
Employed	18

UC Merced
UC Riverside
Unitek College
Goucher College
San Jose State University
Contra Costa Community College
San Francisco State University
Berkeley City College
Diablo Valley College
Sonoma State
CSU Monterey
Laney College
CSU East Bay
Holy Names
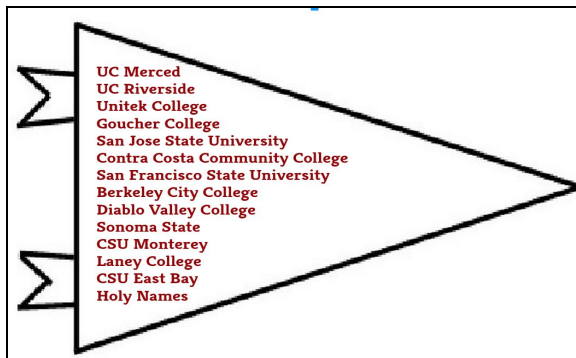
Cohort 2 College Information

20 of 25 students in Cohort 2 applied to a 4-year college. Currently, 100% of students in Cohort 2, who applied to a 4-year, have been accepted, the majority of whom are currently attending their selected college.

SFSU
UCLA
Seton Hall
UC Merced
UC Riverside
UC Santa Cruz
Mount Holyoke
Hofstra University
Berkeley City College
St. Mary's College
Rutgers University
Sacramento State
Long Island State
Dominguez Hills
Pace University
Hawaii State
Arizona State
Chico State
Humboldt

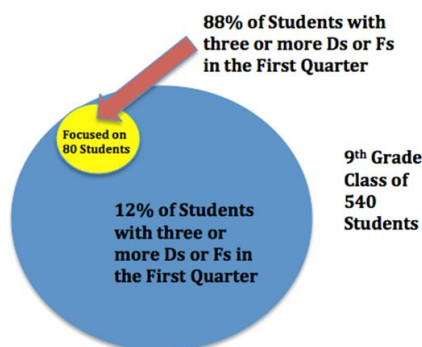## Appendix B: High-School Intervention Programs

Table 1: Intervention Rubric

	Level of Concern	No Information (1)	Low (2)	Medium (3)	High (4)	Extreme (5)
1	**Behavioral**	No Information	Age appropriate No concerns	Some concerns	Moderate concerns	Drug and alcohol, Fighting, Gang membership, History of discipline issues, Has a Probation Officer
2	**Mental Health**	No information	Age appropriate, No concerns	Some concerns	Moderate concerns	Should immediately connect with BHS Health Center
3	**Family/ Home life**	No information	Strong home and family life, No concerns	Some concerns	Moderate concerns, Minimal parent engagement	Homeless/McKinney-Vento, Incarcerated parent, Group home/Foster, Loss of a parent or sibling,
4	**Social/Peer**	No information	Strong social skills, peer group, No concerns	Some concerns	Moderate concerns	Makes poor choices, Troubled peer group, Few or no friends
5	**Math Skills**	No Information	At or above grade level, SBP 3 or 4 No concerns	Some concerns, may need support	Moderate concerns, should participate in support opportunities	Significantly below grade level, Has failed or repeated a math class
6	**ELA Skills**	No Information	At or above grade level, SBP 3 or 4 No concerns	Some concerns, may need support	Moderate concerns, should participate in support opportunities	Significantly below grade level, Has failed or repeated an ELA class

Protocol for Identifying Students:

Prioritizing Students:

88% of Students with three or more Ds or Fs in the First Quarter

Focused on 80 Students

12% of Students with three or more Ds or Fs in the First Quarter

9th Grade Class of 540 Students

Tier 3
Tier 2
Tier 1

Response to Intervention Model

Level Three (3 screens)
Level Two (2 Screens)
Level One (1 screen)
Level Zero (0 Screens)

Prioritizing Transition Support Using the STARS Protocol
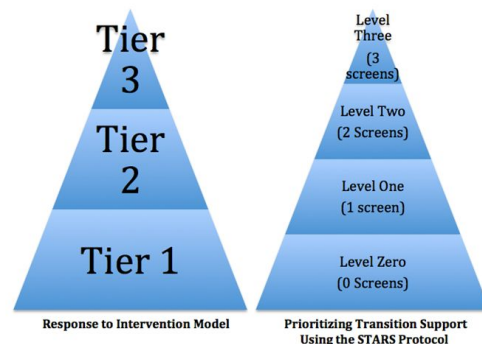
Appendix B: High-School Intervention Programs (con.)

Table 2: Identifying Students *Prior to the First Day of School*

Percent of students identified by the Transition Screens prior to their first day of class					
2014-15	**1 or more DFs**	**2 or more DFs**	**3 or more DFs**	**4 or more DFs**	**5 or more DFs**
First Quarter	57%	71%	88%	92%	100%
Semester 1	68%	68%	74%	78%	79%
Semester 2	63%	63%	69%	73%	88%

Table 3: 2014-15 9th Grade Focal Student Survey* Results by Screened Area

Percent of Students Answering "Stongly Agree or Agree to the following areas listed in the Student Survey.

	Screened: High (2 or 3) N=116	**Screened: Monitor (1) N=18**	**Screened: None (0) N=646**	**All N=780: Current BHS 10TH**
Motivation/self-regulation	74.1	77.5	78.6	78.4
Goal Valuation	84.9	89.4	90.8	90.5
Attitudes toward school	74.6	74.7	80.0	79.5
Attitudes toward teachers	72.2	70.1	72.3	72.2
Academic self-perceptions	72.5	73.6	75.8	75.5
Small schools	75.0	77.5	79.9	79.6
Participated In:				
Student Learning Center	80.0	78.1	71.6	72.3
On-Campus Intervention	80.4	73.9	66.6	67.4
Intervention And Support	73.8	69.4	59.2	60.3
Health Center	75.1	69.2	65.9	66.4
College Career Center	77.6	81.2	78.7	78.8
Counseling	75.9	73.9	66.9	67.6

*Survey was administered to all 9th graders in the Spring of 2014-15.

Table 4: Interrupting Predictability: Bridge/Rise/Avid Programs

*This table shows the results for students in the 9th Grade Focal group that also are in Bridge, AVID or Rise

Outcomes for Screened Bridge, AVID, Rise Students vs. Non-Program Screened Students				
	Average DFs	**Cumulative GPA**	**Attendance Rate**	**Average ASI**
Bridge Screened	0.22	2.81	97.64	2.9
Avid Screened	0.75	3.15	98.4	3.0
Rise	1.67	2.49	94.66	3.8
Non-Bridge, AVID, RISE Screened Students	1.85	2.29	93.68	2.5

Table 5: 2015-16 9th Grade Focal Student 2015-16 Quarter One Progress

9th Grade by Degree of Support	Count	Average Q1 GPA	Average Q1 Total DFs
HIGH (Tier 3)	**69**	**2.39**	**1.54**
Monitor (Tier 2)	70	2.92	0.77
None (Tier 1)	601	3.43	0.30
All Grade 9	740	3.29	0.46

Quarter 1 2015-16 Percent at C or Better	English	Math 1	History
HIGH (Tier 3)	**71.0**	**51.7**	**78.1**
Monitor (Tier 2)	85.1	74.2	89.6
None (Tier 1)	95.1	90.8	96.2
All Grade 9	91.9	85.2	93.9

9th Grade by Quarter 1 2015-16	Total **Ds** or Fs at Q1							Percent with at least 1 D or F
	0	1	2	3	4	5	6	
HIGH (Tier 3)	**20**	**21**	**10**	**10**	**6**	*****	*****	**71.0**
Monitor (Tier 2)	42	12	*	*	*	0	0	40.0
None (Tier 1)	505	53	21	12	*	*	*	16.0
All Grade 9	**567**	**86**	**39**	**28**	**11**	**5**	**4**	23.4

Table 6: 2015-16 Cohort for Prioritized Intervention (CPI): 2015-16 Quarter One Progress - Climate

	Ave. Period 1-6 Attendance Rate		Incident Percentage (Ave. # of Incidents per student / # of days)	
	2014-15	2015-16 (Q1)	2014-15	2015-16 (Q1)
All 10th-12th Graders	96.76	95.86	1.1%	3.3%
Cohort for Prioritized Intervention				
All CPI Students	91.32	92.43	3.3%	3.9%
Black / African-American	91.79	92.94	3.1%	3.3%
Not-African-American	90.54	91.62	2.7%	4.1%
Socio-Economically Disadvantaged	90.53	94.76	3.1%	3.7%

Table 7: Students that are enrolled in more than One Program (AVID, BRIDGE or RISE)

BHS Intervention Program Overlap					
	AVID	Bridge	CPI	Gr 9 Focal	RISE
AVID	73	0	0	12	**
Bridge	0	104	**	11	0
CPI	0	**	51	0	**
Gr 9 Focal	12	11	0	139	17
RISE	**	0	**	17	95

** Less than 5 students. Orange indicates number of students in the program.

Middle School Intervention Program Overlap		
	AVID	Bridge
AVID	242	62
Bridge	62	206

	n	Average ASI	Average GPA
Demographic Breakout of MS Intervention Overlap			
AA	39	3.2	3.04
AFAM	48	3.1	3.05
Latino	18	3.6	3.09
EL	**	7.3	2.95
SED	42	3.7	3.04
** Less than 5			